Education Sector Workforce Planning

Framework for Action

Helping to place the right people
with the right skills in the right places
at the right times to meet the needs of Alberta's learners.

explore

A Five Year Plan
2008/09-2013/14

Alberta

Freedom To Create. Spirit To Achieve.

Government of Alberta
Education

Table of Contents

Vision....3

Introduction....3

The Purpose....4

Strategic Policy Direction 1: Attract....5

Strategic Policy Direction 2: Develop....11

Strategic Policy Direction 3: Retain....16

Visual Overview....19

External Advisory Committee....20

workforceplanning@gov.ab.ca

780-638-3152

HELPING TO PLACE THE RIGHT PEOPLE WITH THE RIGHT SKILLS IN THE RIGHT PLACES AT THE RIGHT TIMES TO MEET THE NEEDS OF ALBERTA'S LEARNERS.

Vision

In partnership with its stakeholders, Alberta Education will develop strategies, policies and actions to ensure the right people with the right skills are in the right places at the right times to meet the needs of Alberta's learners

Introduction

In the midst of Alberta's changing economy, school systems across the province are facing some significant workforce planning challenges: the number of educators who are eligible for retirement is at an all time high; student enrolment is climbing in more than 80% of school jurisdictions in Alberta; the supply of qualified teachers available to teach in certain geographic regions and subject areas is decreasing and the attrition rate for early career teachers is an issue. Recent reductions in class sizes, declining interest in education faculty study and a generally robust and competitive labour market all contribute to the workforce planning challenge that is imminent.

The Alberta education system stakeholders recognize that the work required to address these challenges does not rest on the shoulders of one organization; rather, a collaborative process and an unwavering commitment by all the parties will be needed to ensure that students in Alberta have access to high-quality instruction for many years to come.

Alberta Education, along with post-secondary (teacher preparation) institutions, the Alberta Teachers' Association, the College of Alberta School Superintendents and the Alberta School Boards Association commits to supporting the key action items represented in the *Education Sector Workforce Planning Framework for Action*.

Purpose:

This *Education Sector Workforce Planning Framework for Action* is a 5- year strategic plan designed to provide proactive solutions to emerging demands in the education sector workforce. It is intended to serve as a roadmap for change in the endeavour to provide students in Alberta with access to high quality education professionals, now and in the future. The development of this comprehensive document represents the education sector's commitment to attract, develop and retain professional teachers in Alberta's education system. It articulates key challenges facing the education sector workforce and offers strategic recommendations aligned with the vision of having the right people with the right skills in the right places at the right times to meet the needs of learners.

The *Framework for Action* is linked to Strategic Priority 2 of the 2010-13 Alberta Education Business Plan (The Teaching Profession and Education Workforce) and is specifically referenced in Goal 4 of the Business Plan(Highly Responsive and Responsible Education System), strategy 4.3 – implement the Workforce Planning framework for Action, coordinate the implementation of strategic activities and develop a school leadership framework to address the emerging challenges within the education sector workforce). Further, the *Framework for Action* is connected to the Ministry's Goal 3 referencing *Success for all Students, First Nation, Métis and Inuit Students,* the Ministry's opportunities and challenges related to personalized learning and the demographics and diversity of student needs. Finally, the *Framework for Action* supports the Minister's mandate (Enhance value-added activity, increase innovation and build a skilled workforce to improve the long run sustainability of Alberta's economy) and his leadership in increasing student participation and completion rates in Health, Math, Science and CTS courses to grow the Technical and Science sectors.

The *Framework for Action* is also aligned with *Building and Educating Tomorrow's Workforce* (BETW), Alberta's 10 year, labour force development strategy. Embedded within the BETW are strategies to ensure there is a skilled and knowledgeable workforce to help sustain Alberta's thriving economy now and in the future. Accordingly, BETW focuses on three main outcomes:

- More workers – An improved supply of appropriately skilled, knowledgeable workers in the province.
- Better trained people – Highly motivated and skilled, educated and innovative people.
- Innovative environments – High performance work environments that can make maximum use of innovation and technology.

Strategies in support of these outcomes are recognizable throughout the Framework for Action.

Strategic Policy Direction 1: Attract

Attracting competent, skilled individuals to teacher preparation institutions and careers in education

Rationale

Alberta school systems are challenged in recruiting sufficient numbers of qualified individuals to careers in teaching and educational leadership. Currently, teacher and school administrator recruitment efforts span the country as K-12 education providers seek to find the right people with the right skills to meet the needs of students in Alberta classrooms.

Teacher attraction challenges are expected to continue in Alberta over the next ten years. With declining numbers of applications to post-secondary teacher education programs and with increased numbers of students enrolling in schools, Alberta's education system must work proactively to respond.

The Alberta education system stakeholders have an opportunity to work collaboratively in the creation of a higher level of provincial, national and international awareness of the teaching profession in Alberta with a view to attracting increased numbers of qualified individuals to a career in education.

Strategic Action 1

Elevate and promote the status of the teaching profession and related careers within the education sector workforce:

- Develop a strategy to enhance public appreciation and awareness of the teaching profession and related careers in education.
  - Identify priorities, resource requirements and then plan for the long-term processes required to sustain the strategy
- Implement a "market analysis of the teacher workforce" to:
  - Identify priorities, resource requirements and long-term processes needed to enhance public appreciation and awareness of the teaching profession and related careers in education.
  - Identify strategies to focus education sector recruitment efforts in high-demand/low-supply areas, such as specialty subject areas and specific population groups (i.e., FMNI, males, and minority populations).
  - Recommend strategies for retaining and attracting teachers.
- Establish implementation priorities to address education sector recruitment efforts in high-demand/low-supply areas:
  - Teachers prepared in Early Learning Education
  - Second language teachers and teacher program candidates including Francophone and immersion teachers
  - Teachers with specialized training in special education,
  - Teachers of English as a Second Language
  - Teachers of aboriginal ancestry and those whose with specific training related to FNMI education, culture and languages
  - Teacher candidates interested in pursuing education careers in northern, rural and remote areas
  - Teacher candidates representing visible minorities
  - Guidance counselors
  - Immigrant teachers
  - Male teachers, especially those trained in elementary education
- Explore possible partnerships with Alberta post secondary institutions to enhance training opportunities for para-professional staff such as teacher assistants and language assistants.
  - Investigate the potential for establishing a program of core learning

for educational assistants in Alberta, based on a campus-Alberta training program approach.
- Conduct a needs assessment and prepare recommendations on education sector supply and demand needs for other trained professionals, including speech and language pathologists, occupational therapists, mental health workers with expertise in early childhood mental health issues, other.

Strategic Action 2

Develop a bridging program to attract increased numbers of journeymen tradespersons, health care and Information Technology (IT) professionals to careers in teaching.

- Work with education system stakeholders to address the provincial concern about the current shortage of teachers qualified to instruct in Career and Technology Study programs, where individuals with dual qualifications in education and in journeyman trade specialties, Health Care and Information Technology are required
  - Conduct a CTS teacher needs assessment across Alberta school jurisdictions to determine real and projected demand for "specialized/credentialed" teachers
  - Focus attraction strategies for bridging program candidates on the cohort of individuals (journeymen tradespersons, health care and IT professionals) with the credentials necessary for teaching in the "specialized" or "credentialed" skills pathways of the revised CTS program of study
  - Identify eligibility criteria, education program requirements and applicable employment/certification conditions for journeyman tradespersons, health care and IT professionals seeking a bridge to teaching in the CTS program area
  - Define the post-secondary programming requirements and the timeline by which such bridging professionals might be expected to acquire the training necessary to qualify for an Interim Professional Certificate
  - Collaborate with teacher preparation institutions to ensure bridging program teachers have access to the education courses they will

need to satisfy the requirements outlined in their Letters of Authority
  - Ensure the nature and the terms of the teaching authority (Minister's Letter of Authority) provided to eligible bridging candidates is clearly communicated to employees, employers and cross-jurisdictional stakeholders
  - Develop an employment framework/agreement for eligible bridging program teachers to ensure:
    - teachers have regular mentorship and supervision provided to them during the period of their transition
    - teachers have access to time and supports for completing the professional requirements outlined in their letters of authority
    - appropriate and equitable compensation is provided to bridging program teachers
- Provide increased opportunity for active certificated Alberta teachers to participate in professional development or in-service to increase their skill sets and expertise in CTS specific subject areas.
- Work with Alberta Apprenticeship and Industry Training Board and other stakeholders such as NAIT and SAIT to increase opportunities for currently certificated CTS teachers to acquire journeyman certification, where they wish to pursue such credentialing.
- Work with a technical Institute and/or community college program to investigate the joint development of teacher education program.
  - If determined to be feasible, the program would have a teacher preparation institution working in conjunction with a technical institute and/or community college to facilitate the graduation of teachers with both B.Ed and trade certification.

Strategic Action 3

Create bridges to employment for teachers prepared in jurisdictions outside of Alberta or those Alberta prepared teachers who have been out of the workforce for some time:

A. **Ensure that internationally prepared, certificated teachers are able to enhance their professional competency and understanding of Alberta teaching contexts through access to transition-to-employment programs:**
   - Consult with school board employers and with internationally prepared teachers themselves to better understand the barriers to employment that may exist.
   - Collaborate with boards and ATA to plan for the development of transition-to-employment programs, using the KSAs of the Teaching Quality Standard as the basis for any such program development along with the provision of practical experience in Alberta classrooms.
   - Provide funding supports to school jurisdictions or other stakeholders who undertake to provide such transition programs.
   - Provide timely feedback, support and direction to those internationally prepared teachers who may need to upgrade qualifications before being authorized to teach in Alberta schools.
   - Identify enhancements to the application and review processes currently used by Alberta Education to assess the qualifications of internationally prepared teachers.

B. **Work with education partners to attract and provide professional upgrading supports to non-teaching but certificated teachers interested in returning to the education sector workforce.**

Strategic Action 4

Consider financial incentives to attract individuals to studies in education and to employment as teachers in rural and remote Alberta locations:

- Establish a bursary program designed to attract teacher education program students to communities in northern Alberta, in exchange for return service employment agreements.
- In cooperation with school authorities in rural Alberta, establish bursary programs designed to attract "high demand" teacher specialists (special Education, CTS, high school physical sciences, French Immersion and second language, other) to return service employment.
- Work with northern and rural school authorities to develop an incentive program designed to increase student teacher participation in northern and rural practicum placements.
- Explore the implementation of enhanced Northern Allowance funding similar to the GOA "North of 57 Parallel" and "Attraction Bonus" programs to support cost of living challenges for staff living and working above the 57 Parallel.

Strategic Action 5

Increase the number of educators in Alberta schools with the knowledge, skills and attributes necessary to support FNMI student success:

- Establish a Community Based (FNMI) Education Program in Northern Alberta to increase the number of FNMI teachers in Alberta schools.
- Partner with school authorities to provide cost-of-living support options for FNMI adults and to help address travel, child care and accommodation costs for individuals committed to pursuing educational study and to providing subsequent teacher service in schools with high numbers of FNMI students.
- Explore opportunities for expanding the FNMI Community Based teacher education program to support the needs of urban boards.
- Work with cross-Ministry partners and educational stakeholders to develop a long term strategy to help all teachers acquire the knowledge, skills and attributes necessary for facilitating improved success for FNMI students.
    - Establish Teacher Development projects in selected school authorities, designed to increase the knowledge, skills and abilities of all teachers to respond to the needs of FNMI learners.
    - Support the development of a graduate course (*Meeting the Learning Needs of the Indigenous Learner*) designed for early career teachers, especially those working in environments with high numbers of FNMI students.
    - Explore the development of a graduate course designed to support school principals and assistant principals new to schools with high populations of FNMI students and/or located in communities with a significant FNMI population.

Strategic Policy Direction 2: Develop

Developing teachers through faculty study, practicum, in-service and professional practice in such a way that they have the knowledge, the skills and the passion to remain engaged as education professionals

Rationale

Individuals wishing to become teachers have traditionally had a clearly defined path: *be successful in a teacher preparation program and then apply for a job.* This narrow approach to teacher preparation is no longer sufficient. Students of the twenty-first century require teachers who know their subject well and who can help make meaningful, relevant connections between the world of the classroom and the world within which the student lives. To do this, the concept of teacher preparation must be broadened to include early preparation, teacher qualification, sustained professional development and life-long learning.

Alberta's education system must position itself to support the efforts of its pre-service institutions and its K-12 education providers to prepare high quality teachers for work with an increasingly diverse group of students in a continuously changing, knowledge-focused learning environment.

Strategic Action 6

Establish a provincial data collection system to improve the ability of the government and school jurisdictions to describe education sector workforce characteristics and needs:

- Improve current data collection practices by establishing a streamlined process for workforce data collection, transmission, storage and report generation.
  - pilot the data collection initiative with a number of school authorities
  - Use the findings of the pilot data collection projects to inform the potential for a provincial approach to workforce planning data collection.
  - Establish partnership agreements with cross-government departments to share data relevant to the education sector workforce.
- Strengthen the education sector's ability to use workforce data analysis to inform teacher attraction, engagement and staff retention priorities through enhanced:
  - workforce planning reports
  - strategic planning
  - scenario building capabilities
  - ability to describe education sector workforce planning trends in Alberta
- Improve Education's ability to respond to internal and external data requests that relate specifically to the education sector workforce.
- Starting in 2012-2013, expand the workforce data collection and analysis initiative to include all school authority employees resulting in a more accurate and complete perspective of the education sector workforce.

Strategic Action 7

Support beginning teachers through the development and implementation of a provincial program of staged transition:

- Continue to implement a "pilot" induction program to support the transition of beginning teachers from teacher preparation and practicum experience, to employment.
  - Ensure "Time" for beginning teacher learning and development and the provision of "mentorship" services for beginning teachers are considered critical elements of the induction program
  - Develop provincial resources and professional development support for "mentorship" training
  - Provide financial support to participating boards in the pilot
  - Call for the development of Teacher Induction Action Research Proposals by interested school jurisdictions
  - Call for multi-institutional research by Teacher Preparation Institutions in Alberta to investigate the phenomenon of early career attrition by teachers new to the profession
- Explore the possible expansion of the pilot induction program, given that the unique context of the schools in the Northern Tier project may have an impact on the data collected.
- Establish education stakeholder groups to review and report on the efficacy of the "pilot" induction and transition programs, along with other school authority models for supporting beginning teachers.
- Use the findings of the pilot program to inform possible policy development regarding provincial implementation of a comprehensive teacher induction program.
- Work with education sector partners to improve communication about the important roles, responsibilities and expectations for supervising teachers who undertake to provide support and coaching to student teachers during their practicum phase(s) of study.
- Explore opportunities for the development of an open campus graduate course (s) on teacher mentorship, designed to provide teacher leaders with enhanced skill sets for coaching and mentoring beginning teachers.
- Develop an "e-network" of school authorities focused on implementing effective and sustainable teacher induction practices.

Strategic Action 8

Establish an educational partners' research initiative to measure principal and teacher engagement in the workplace, and develop a report to provide insight and recommendations for the education system.

Strategic Action 9

Develop a framework for coordinated, comprehensive professional learning that creates improved coherence for the aspirations of education sector workers, schools, school authorities and the Ministry.

- Engage the education system stakeholders in dialogue and focused conversation about the education system's shared responsibility to develop and maintain a contemporary education sector workforce, ready to support the increasingly non-traditional, diverse learners in Alberta classrooms.
  - Promote the use of the Teaching Quality Standard and the *Teacher Growth, Supervision and Evaluation Policy* as foundational reference points for teacher transition and on-going professional development
  - Promote the use the *Guide to Comprehensive Professional Development Planning* and the *Guide to Essential Conditions for Implementation* as vehicles for supporting professional development organizations, school authorities and schools in planning comprehensive professional development supports.
- Collaborate with stakeholders and professional development providers to maximize resources and opportunities for professional learning in Alberta.
  - Identify the professional development leadership structures necessary to support decision making about "what the system needs to continue to do, or do more or less of, to ensure the development and advancement of a contemporary 21st Century teacher workforce.
  - Articulate a systemic vision for supporting a model of life-long professional learning in education, modeled on collective responsibility of the education partners and on shared beliefs about the professional (teacher) as learner, collaborator, researcher, mentor and reflective practitioner.

- Coordinate Ministry supports and services to enable high quality, strategically focused and sustainable implementation of curriculum, policy, initiatives, etc.
  - Develop a 3-year implementation framework to highlight targeted Ministry and system initiatives and to assist stakeholders and school jurisdictions in professional development planning
  - Improve communication and collaboration across Ministry, professional development partner and school authority contexts to create optimal efficiency and focus on key opportunities for supporting teacher learning.
  - Develop, design and implement a web presence designed to support the needs and interests of all people interested in the education sector workforce.
  - Investigate, report upon and recommend some consistent means by which professional development providers and organizations in Alberta might effectively measure the impact of teacher development/professional development on organizational change, teacher behaviour and student learning outcomes.
  - Contribute to the development of a business case and strategic implementation plan for a common virtual professional learning environment (including a gateway or portal) that will enable all system stakeholders to share knowledge, resources and best practices.

Strategic Action 10

Develop a School Leadership Framework (SLF) to attract, prepare, retain and engage leaders within the education sector workforce.

- Acquire approval for the *Professional Practice Competencies for School Leaders*
- Acquire approval for the *School Leader Growth, Supervision and Evaluation Policy*
- Develop a SLF Implementation Plan (Plan) in collaboration with Alberta's education stakeholder organizations and institutions that includes elements related to:
  - Proposed requirements for effective school leader preparation, induction and professional development related to program content, delivery modes and accessibility
  - Proposed strategies to ensure that Alberta's school leaders have timely access to effective preparation, induction and professional development opportunities
  - Proposed roles of educational stakeholders in informing, delivering and sponsoring school leader preparation, induction and professional development programs
  - A timeline for developing and finalizing the Plan elements.

  Use the SLF Implementation Plan to inform Ministry initiatives in addressing current and future anticipated issues of school leader attraction, retention and recruitment in Alberta.

Strategic Policy Direction 3: Retain

Retaining highly qualified, professional teachers in the Alberta Education System

Rationale

For many years, our K-12 education system providers in Alberta have been fortunate to be able to choose from a broad spectrum of applicants wishing to become teachers; today's reality is remarkably different. Teachers are retiring at rates significantly higher than in the past and the K-12 Alberta student population is increasing at rates unmatched elsewhere in the country.

With the increased demand for teachers provincially and internationally, mobility rates are high amongst teachers, particularly in northern Alberta and remote rural areas, and attrition rates from the profession are in excess of 25 per cent in the early years of a teacher's career. These factors, coupled with the current reality of reduced numbers of applications to Alberta's teacher preparation programs, require that school system employers be strategic in their efforts to engage and support their existing staff.

Alberta's education sector must be proactive in its effort to retain high quality teachers in schools across the province by finding ways to fully engage and support educators throughout their careers. When educators are fully engaged in their work, they have the energy, drive and passion to meet the needs of the learners in their care. Teacher engagement is key to pushing the envelope of learning innovation, student success and teacher retention.

Strategic Action 11

Conduct research to assess the extent of early career attrition by teachers, and develop a report to describe the reasons for such attrition and to inform possible interventions.

- Tender a call to proposal to the Alberta Association of Deans of Education (AADE), seeking interest from one or more Alberta teacher preparation institutions in research related to the variety of questions about reasons for early career attrition of teachers and the implications thereof.
  - Establish a conditional grant for the successful applicant(s) and establish a timeline not to exceed two years for the study.
  - Provide the grant recipient with data available about known Alberta teacher attrition statistics.

- Use the findings from the above research and those from the related "market analysis of the teacher workforce" to analyze additional early career attrition issues :
  - Generational differences in values, lifestyle choices
  - Fiscal environment
  - Choices or circumstances that lead to education faculty graduates never entering the workforce
  - Correlation related to geography of teaching assignment and attrition

Strategic Action 12

Develop an action plan to encourage extended participation in the workplace by "mature worker" teachers and other education sector staff:

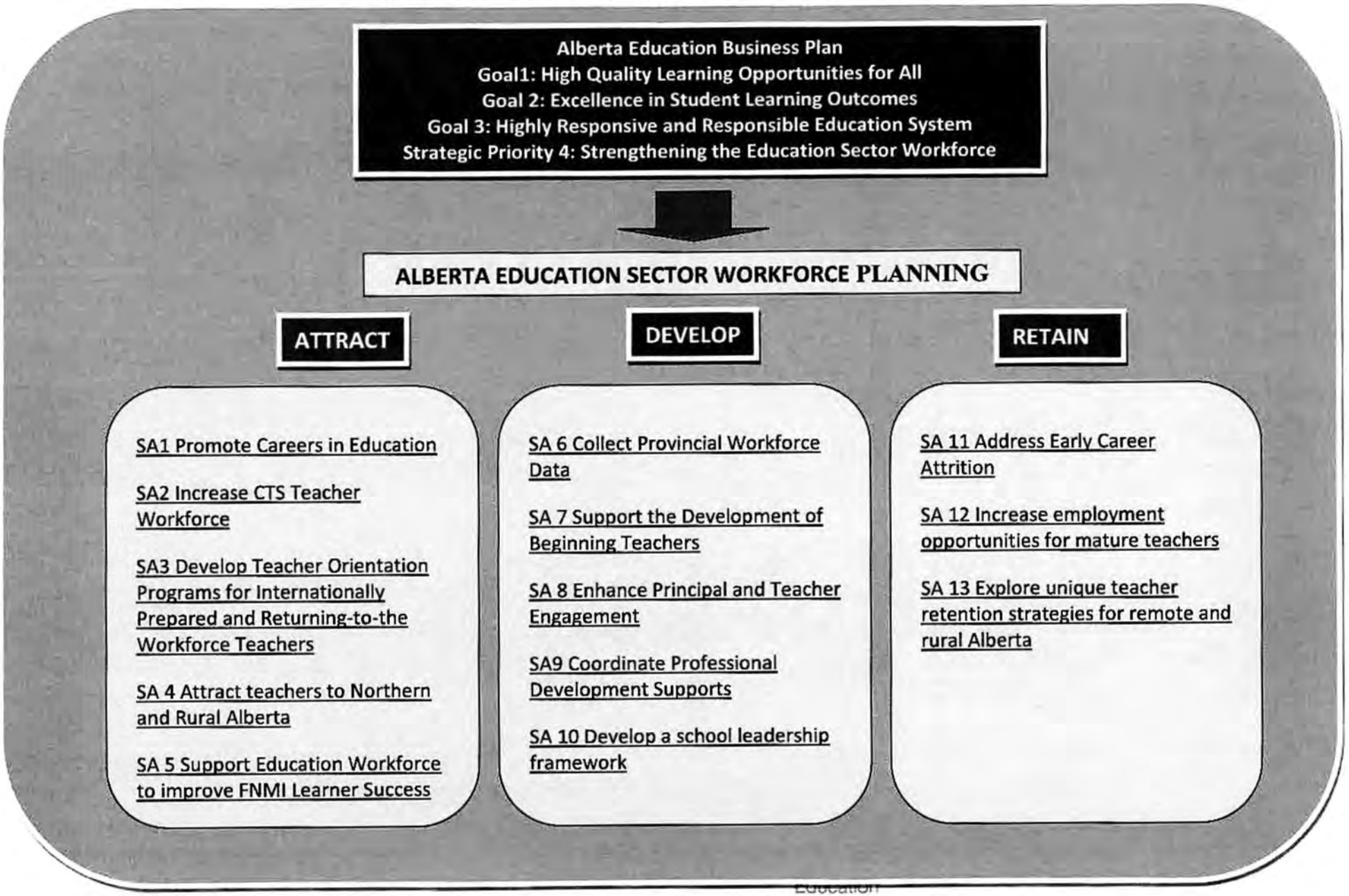
- Take steps to review and amend the Teachers' Pension Plan regulation (A.R. 203/95) to permit retired teachers the ability to teach more than 0.60 FTE without financial penalty.
- Review the current "School Act" requirements related to the use of "Interim Contracts," especially with respect to possible barriers to employment of retired teachers.
- Develop a "best practices" handbook describing strategies currently used by school jurisdictions to ensure the participation of mature workers in professional and non-professional roles.
- Explore the potential for the development of a graduated pension plan to permit teachers who have reached their retirement index to participate in a retirement bridge (employed part time while drawing partial pension benefit) for a defined period, where the express purpose would be for the teacher to provide mentorship service to beginning teachers.

Strategic Action 13

Consider incentives to encourage improved teacher retention in remote Alberta locations:

- Expand current partnership with Northern Alberta Development Council (NADC) by providing financial incentives to increase participation of Alberta teacher preparation practicum students in northern, rural and/or remote Alberta school systems.
- Work with northern and remote school authorities and Alberta Housing to explore opportunities for the development of enhanced housing options to increase the likelihood of teacher recruitment and attraction.
- Provide information to school authorities regarding the variety of incentives (deferred salary leaves, sabbatical leaves, subsidized housing, and bursaries) used to support teachers who may wish to diversify.
- In recognition of significantly higher cost of living and reduced services in some remote parts of the province, work with school authorities to explore the use of attraction and retention allowances or other incentives.

WORKFORCE FRAMEWORK FOR ACTION: OVERVIEW


Alberta Education Business Plan
Goal1: High Quality Learning Opportunities for All
Goal 2: Excellence in Student Learning Outcomes
Goal 3: Highly Responsive and Responsible Education System
Strategic Priority 4: Strengthening the Education Sector Workforce
ALBERTA EDUCATION SECTOR WORKFORCE PLANNING
ATTRACT
SA1 Promote Careers in Education
SA2 Increase CTS Teacher Workforce
SA3 Develop Teacher Orientation Programs for Internationally Prepared and Returning-to-the Workforce Teachers
SA 4 Attract teachers to Northern and Rural Alberta
SA 5 Support Education Workforce to improve FNMI Learner Success
DEVELOP
SA 6 Collect Provincial Workforce Data
SA 7 Support the Development of Beginning Teachers
SA 8 Enhance Principal and Teacher Engagement
SA9 Coordinate Professional Development Supports
SA 10 Develop a school leadership framework
RETAIN
SA 11 Address Early Career Attrition
SA 12 Increase employment opportunities for mature teachers
SA 13 Explore unique teacher retention strategies for remote and rural Alberta

Attachment 2

External Advisory Committee – Workforce Planning Initiative

Stakeholder Representatives:

Alberta School Boards Association (ASBA)

Mac McDonald	Labour Relations
Terry Gunderson*	Education Consultant

Alberta Teachers' Association (ATA)

Marvin Hackman	Member Services
Mark Yurick	Professional Development
Jonathan Teghtmeyer*	Government Services

College of Alberta School Superintendents (CASS)

Don Falk	Red Deer Public School District
Heather Henderson-Hill	Chinook's Edge School Division
Karl Germann	Grand Prairie Catholic School Division

Member at Large

David Fraser	Edmonton Public School Board
Karen Demassi	Calgary Board of Education

Teacher Education Institutions:

Canadian University College

Carolyn Doss	Associate Professor, School of Education
June Fiorito*	Chair, Professor, School of Education

Concordia University College of Alberta

Mark Swanson	Dean, Faculty of Education
Maureen Stratton-Lemieux*	Assistant Professor

King's University College

Scott Key	Associate Professor, Faculty of Education

St. Mary's University College

Bob Gall	Professor, Education & Director, Education Program

University of Alberta

Robert Klassen	Associate Professor, Department of Educational Psychology

University of Calgary

Olive Chapman	Assistant Dean, Division of Teacher Preparation

University of Lethbridge

John Poulsen	Assistant Dean, Student Program Services, Faculty of Education

** Denotes Alternate*

Government of Alberta Representatives:

Advanced Education and Technology

Lynn Anderson Cook	Post Secondary Programs / EPE, Post Secondary Excellence

Ministry Representatives:

Education

Carol McLean	Executive Director's Office, People Resources
Zoanne Sather	Executive Director's Office, People Resources
Randy Clarke	Workforce Planning, People Resources
Marc Prefontaine	Teacher Development and Certification, People Resources
Mark Bevan	Workforce Planning, People Resources